DOCUMENT RESUME

ED 200 527 SP 017 503

AUTHOR Page, Jane A.; And Others
TITLE An Analysis of Elementary Participation Role Perceptions: Laboratory School Participant, Supervising Teacher, and College Supervisor.
PUB DATE Nov 80
NOTE 12p.; Paper presented to the Mid-South Educational Research Association (New Orleans, LA, November 12-14, 1980).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Cooperating Teachers; Elementary Education; Elementary School Teachers; Higher Education; Interaction; *Laboratory Schools; Preservice Teacher Education; *Role Perception; *Student Teachers; *Student Teacher Supervisors

ABSTRACT

The purpose of this study was to analyze the role of the college supervisor, supervising teacher, and laboratory school participant as perceived by those occupying the three interacting positions. Participants in the study responded to role perception instruments, and an analysis of variance was computed to determine whether significant differences existed. Laboratory school participants were categorized on the basis of time of participation, major field of study, and grade level of participation. Significant differences were found in the perceptions of the three groups on the role of the college supervisor and on the role of the supervising teacher. No significant differences were found between the three groups on their perception of the role of the laboratory participants. It is concluded that the three positions should function within expectancies that are carefully structured. Recommendations are made for implementing organized procedures for communication of specific role expectancies. (JD)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED200527

# AN ANALYSIS OF ELEMENTARY PARTICIPATION ROLE PERCEPTIONS: LABORATORY SCHOOL PARTICIPANT, SUPERVISING TEACHER, AND COLLEGE SUPERVISOR

By

Jane A. Page

Fred M. Page, Jr.

Georgia Southern College
Statesboro, Georgia

Aubrey W. Shelton

Mississippi State University
Starkville, Mississippi

Presented to

The Mid-South Educational Research Association

New Orleans, Louisiana

November 12-14, 1980

SP 017 503

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Jane A. Page

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

AN ANALYSIS OF ELEMENTARY PARTICIPATION ROLE PERCEPTIONS: LABORATORY SCHOOL PARTICIPANT, SUPERVISING TEACHER, AND COLLEGE SUPERVISOR

## Purpose

The purpose of this study was to analyze roles of the college supervisor, supervising teacher, and participant involved in elementary level experiences at the Marvin Pittman Laboratory School, as perceived by those occupying the three interacting positions.

## Hypotheses

1. There will be no significant differences in perceptions of the roles of college supervisor, supervising teacher, and laboratory school participant as identified by respondents in each of the roles.

2. There will be no significant differences in perceptions of the roles of college supervisor, supervising teacher, and laboratory school participants categorized on the basis of time of participation.

3. There will be no significant differences in perceptions of the roles of college supervisor, supervising teacher, and laboratory school participant as identified by laboratory school participants categorized on the basis of major field of study.

4. There will be no significant differences in perceptions of the roles of college supervisor, supervising teacher, and laboratory school participant as identified by laboratory school participants categorized on the basis of grade level of participation.

## Methods and Procedures

Eleven college supervisors, 11 supervising teachers, and 38 laboratory school participants responded to each item on these instruments: (1) College Supervisor Role Perception Instrument; (2) Supervising Teacher Role Perception Instrument; and (3) Laboratory School Participant Role Perception Instrument. These instruments have alpha coefficients of .88, .91, and .91 respectively. Each of the instruments contains 30 controlled-choice items. Respondents rated each item on a five-point scale. The range of possible responses was from five, which indicated an item was perceived as essential, to one, which indicated an item was perceived as of no importance.

An analysis of variance was computed to determine whether significant differences existed, at the .05 level, for perceptions of the role of college supervisors, supervising teachers, and laboratory school participants, as identified by respondents in each of the roles and by groups of laboratory school participants categorized on the basis of time of participation, major field of study, and grade

level of participation. Analysis of variance was used to compare the groups' overall scores and to compare their scores on individual items. Where significant differences existed, the Scheffe Test, a post hoc multiple comparison analysis, was calculated to determine where the differences were.

## Findings

### College Supervisor Role Perception Instrument

1. There were four significant differences between the perceptions of college supervisors, supervising teachers, and laboratory school participants.

Item 8: The college supervisor should become familiar with the philosophy, objectives, and curriculum of the laboratory school. (Part. > Sup. T.)

Item 11: The college supervisor should write professional recommendations to prospective employers of participants. (Part. > Sup. T.)

Item 12: The college supervisor should orient participants to the laboratory school. (Part. > Sup. T.)

Item 24: The college supervisor should participate in in-service programs designed to strengthen supervision skills. (Sup. T. > Part.)

2. There were five significant differences between perceptions of participants in Section A and Section B. These sections are categorized on the basis of time of participation.

Item 13: The college supervisor should participate in in-service activities that promote understanding and skill development in the supervisory process. (A > B)

Item 18: The college supervisor should provide assistance for supervising teacher and participants when problems arise. (A > B)

Item 21: The college supervisor should provide a list of participant requirements and a due date for each. (A > B)

Item 22: The college supervisor should suggest and/or provide resource materials for participants. (A > B)

Item 28: The college supervisor should accumulate reliable and valid documentation of the participant's performance. (A > B)

3. There were two significant differences between perceptions of Early Childhood, Upper Elementary, and Special Education majors.

Item 17: The college supervisor should confer individually with participants to help them improve their instructional practices. (U > S,E)

Item 27: The college supervisors should encourage reading of professional literature by the participant. (U > E,S)

4. There were three significant differences in perceptions of participants at the primary (K-3) or upper elementary (4-6) level.

Item 3: The college supervisor should constructively analyze teaching performance of participants. (P > U)

Item 10: The college supervisor should provide guidelines for student observations. (P > U)

Item 18: The college supervisor should provide assistance for supervising teacher and participants when problems arise. (U > P)

5. The following role behaviors of the college supervisor were rated by all three groups as being more important than most of the designated activities:

Item 2: provide information and ideas as a resource for participants;

Item 9: counsel with students concerning problems of adjustment to their teaching roles;

Item 21: provide a list of participant requirements and a due date for each;

Item 5: observe participants in instructional practices.

6. The following role behaviors of the college supervisor were rated by all three groups as being less important than most of the designated activities:

Item 23: confer with the supervising teachers to plan experiences that will lead to the improvement of the participant's teaching;

Item 30: provide assistance for supervising teachers and participants when problems arise concerning their responsibilities;

Item 12: orient participants to the laboratory school;

Item 24: conduct conferences before observations to discuss the lesson planned and specific points that will be observed;

Item 6: observe participants the minimum number of identified times or exceed this number.

Supervising Teacher Role Perception Instrument

1. There was one significant difference between college supervisors', supervising teachers', and laboratory school participants' perceptions of an individual item.

Item 22: The supervising teacher should arrange for short "on-the-spot" conferences when needed. (CS. > Part.)

2. There were three significant differences between Section A and Section B participants' perceptions of individual items.

Item 4: The supervising teacher should acquaint participants with the location and utilization of school records. (B > A)

Item 6: The supervising teacher will provide specific guidelines for participant observations. (A > B)

Item 23: The supervising teacher should plan for the college supervisor to attend the conferences when possible or when needed. (A > B)

3. There was one significant difference between Early Childhood, Upper Elementary, and Special Education majors' perceptions of an individual item.

Item 19: The supervising teacher should involve the participants in the evaluation of students. (U > E,S)

4. There were two significant differences in perceptions of participants participating at the primary (K-3) or upper elementary (4-6) level.

Item 10: The supervising teacher should permit the participant to teach unobserved for short periods of time. (P > U)

Item 26: The supervising teacher should diagnose the participant's performance level and prescribe or revise a suitable sequence of experiences. (P > U)

5. The following role behaviors of the supervising teachers were rated by all three groups as being more important than most of the designated activities:

Item 3: provide opportunities for the participant to assist with "routine activities";

Item 6: provide specific guidelines for participant observations;

Item 25: participate in in-service activities that promote understanding and skill development in the supervisory process;

Item 23: plan for the college supervisor to attend the conferences when possible or when needed;

Item 26: diagnose the participant's performance level and prescribe or revise a suitable sequence of experiences;

Item 4: acquaint participants with the location and utilization of school records;

Item 2: acquaint the participants with the school policies, procedures, and those major activities for which teachers are responsible.

6. The following role behaviors of the supervising teachers were rated by all three groups as being less important than most of the designated activities:

Item 21: schedule conferences for rendering information to the participant and providing feedback;

Item 30: give directions to participants for involvement with the community during the participation assignments;

Item 15: provide guidance in lesson planning;

Item 16: lead the participant to discover practical suggestions for classroom control;

Item 17: give specific suggestions for improvement of participants' class activities.

All of the items listed above tend to relate to the concept of the supervising teacher "teaching" the participant as compared with serving as a model, provider of activities, and evaluator of performance.

Laboratory School Participant Role Perception Instrument

1. There were no significant differences between the perceptions of college supervisors, supervising teachers, and participants.

2. There was one significant difference between perceptions of participants in Section A and Section B on individual items.

Item 3: The participant should instruct small groups of children. (B > A)

3. There was one significant difference between perceptions of Early Childhood, Upper Elementary, and Special Education majors.

Item 8: The participant should observe other teachers. (U,P > S)

4. There were no significant differences in perceptions of groups participating at the primary (K-3) or upper elementary (4-6) level.

5. The following role behaviors of the laboratory school participants were rated by all groups as being more important than most of the designated activities:

Item 6: instruct small and large groups of children;

Item 7: prepare daily and weekly lesson plans;

Item 5: use audio-visuals in the classroom;

Item 18: prepare and administer written examinations;

Item 28: observe the supervising teacher and other laboratory school teachers;

Item 9: use systematic guidelines for observation.

6. The following role behaviors of the laboratory school participant were rated by all groups as being less important than most of the designated activities:

Item 1: contribute to a class study and use systematic child study techniques;

Items 26, 27: confer with the college supervisor focusing on observations and instructional responsibilities;

Item 28: prepare teacher-made materials as instructional media;

Item 19: perform housekeeping duties (such as, arrange desks and organize supplies).

## Recommendations

1. The process of open communication evidenced by the results of this study should be continued and strengthened by planning and implementing organized procedures for communication of specific role expectancies.

2. Role behaviors which were perceived as more important or less important by all groups should be systematically examined in actual practice to determine if the emphasis placed upon them is appropriate.

3. Role behaviors in which there were differences in perceptions of importance should be reviewed by individuals responsible for determining role expectancies. This review should be followed by either revision of expectancies or communication to groups involved related to the importance of role behavior.

4. The roles of college supervisors, supervising teachers, and laboratory school participants should function within expectancies that are carefully structured as the result of a continued process of research and analysis of findings. Possibilities for further research are listed below:

a. Similar research may be conducted to determine whether differences exist using variables other than position; such as: sex, grade level taught for supervising teachers; and sex or preparation for college supervisors.

b. A longitudinal study may be conducted to determine change in participants' perceptions of their role from beginning field experiences their sophomore year through student teaching.

c. Research may be conducted to determine whether specific roles are more appropriate for the college supervisor or supervising teacher.

d. A study may be conducted comparing perceived importance of a role with actual implementation of roles.